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ABSTRACT

During the first year of field testing the Social Learning Curriculum a number of questions were raised by participating teachers as to just how to use the Curriculum or exactly what to do with it. This handbook was written to help answer some of these questions concerning the teaching phases. The instructions very briefly summarize the major aspects of the Curriculum which are found in the "Introduction" section of each "Phase": content rationale, behavioral objectives, teaching procedures, (concept teaching, inquiry techniques, content modification, activity planning), readiness assessment techniques and tools, and student and Curriculum evaluation. Several documents discuss the various aspects of this Curriculum in detail: SO 000 004, SO 000 138, SO 000 139, SO 000 140, SO 000 141, SO 000 156, SO 000 157, and SO 000 158. (SBE)

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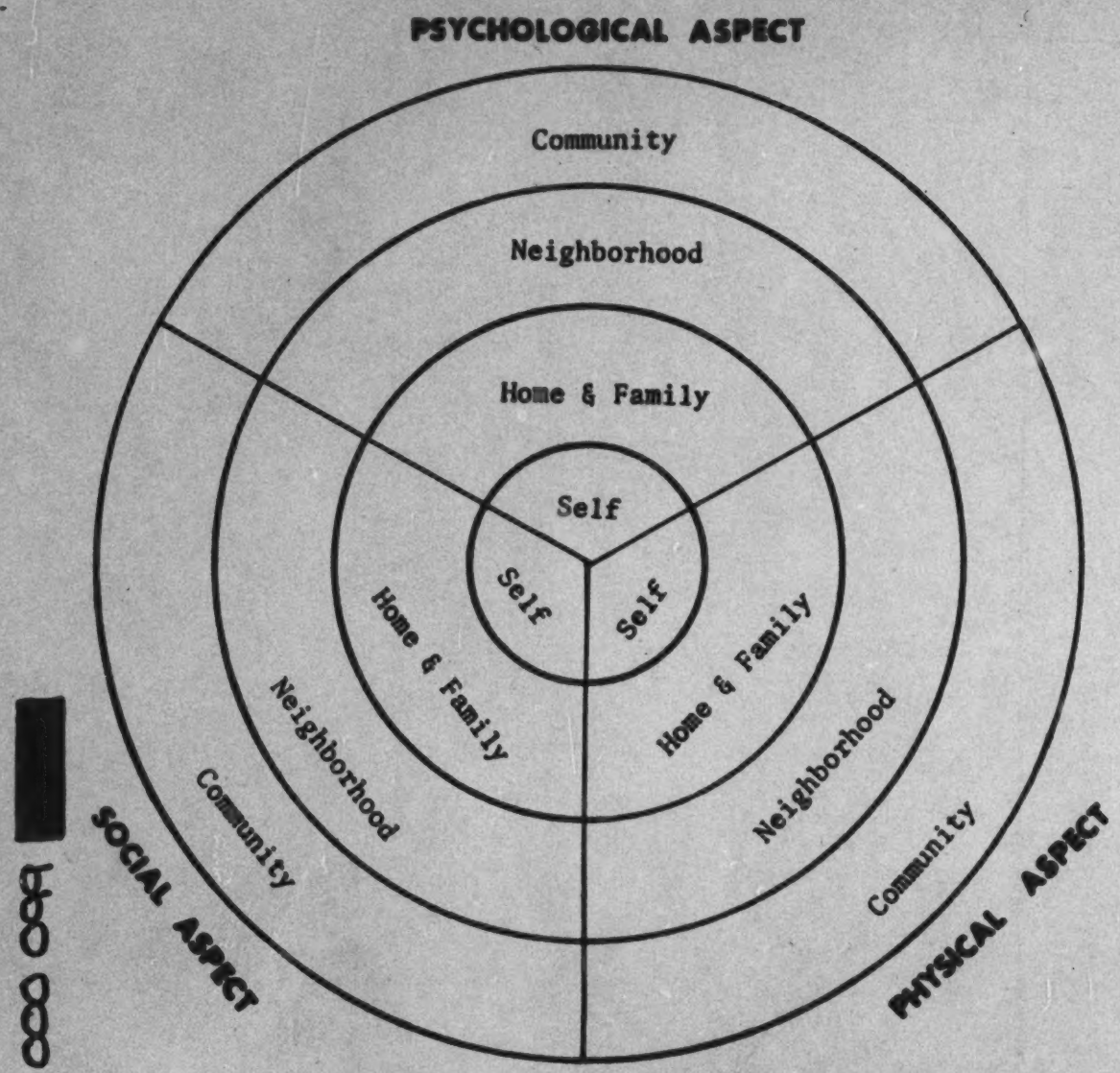
HOW TO USE THE SOCIAL LEARNING CURRICULUM: A Handbook For Field Test Teachers



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To Field-Test Teachers:

We are extremely pleased to have you as a member of our increasing field-test network. If you are new with us this year, welcome. If you are among those who weathered the first year and all its problems, welcome back.

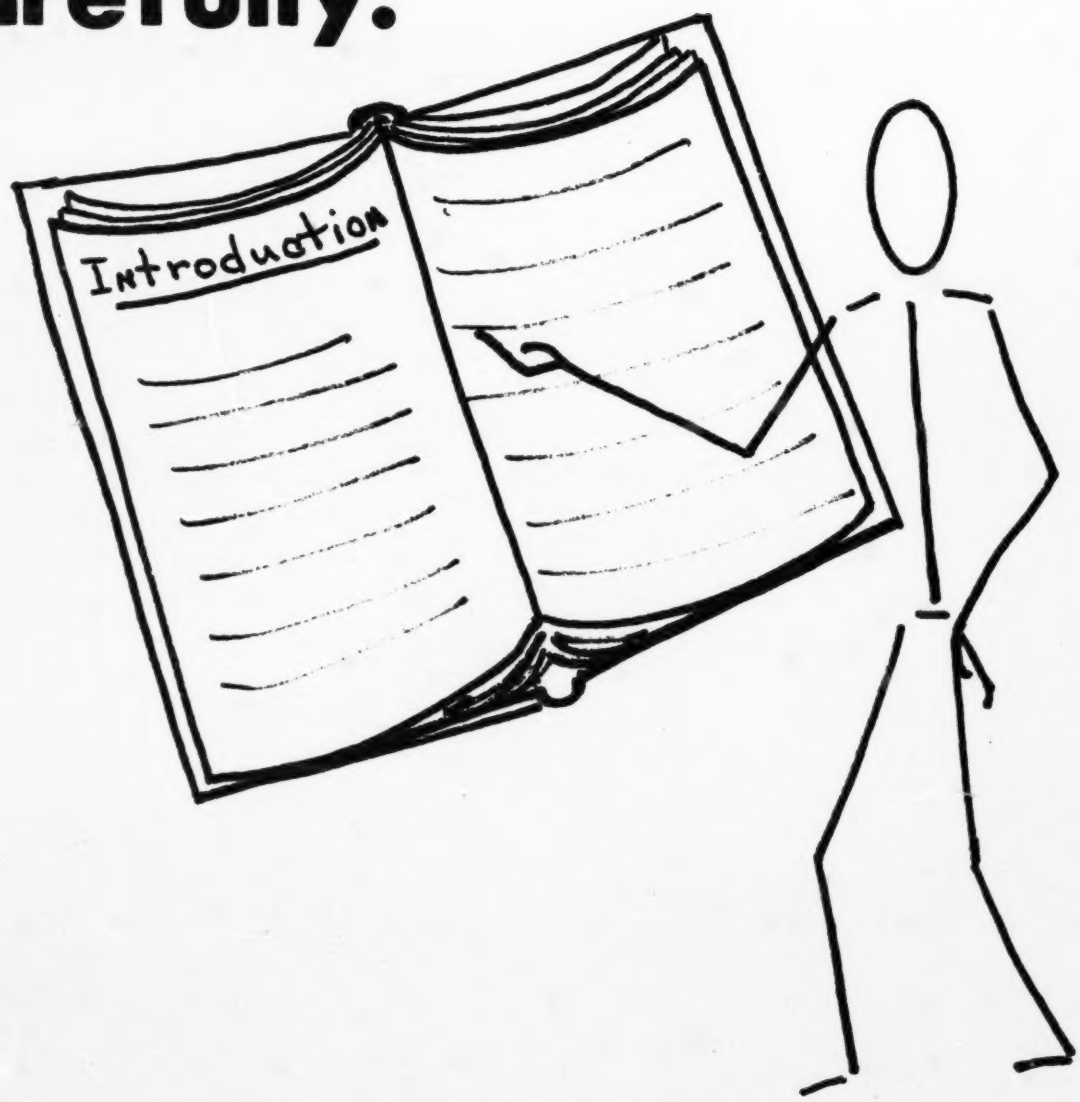
During the first year of field testing the Social Learning Curriculum a number of questions were raised by participating teachers which indicated that somehow we could have done a better job of explaining just how to use the curriculum or exactly what to do with it. Although we suspect that much of the concern was due to the fact that we were dealing with a particularly aware, sincere and conscientious group of teachers who would always be questioning what they were doing in an effort to improve their teaching, the questions do deserve answers.

It is our hope that this handbook will serve to answer some of your questions and assuage your doubts. We have tried, in presenting the ten steps we envision in using the curriculum, to make our thinking understandable and acceptable to you. This is very important, for if there is a breach between how we think the curriculum is being used and how you are actually able to use it, then there is something wrong with our approach or explanations, and there will be a great deal wrong with the ultimate evaluation and revision.

If, after reading this booklet carefully, there are questions regarding the use of the curriculum which you feel are still unanswered, please apprise Mrs. Fratkin of them by way of appropriate channels, so we can include answers in future handbooks.

STEP 1

Read the Introduction carefully.



The Introductions to the Phases include the following sections:

- Introductory Statement: A brief statement giving a general idea of the intent of the Phase.

- Rationale for Content: Reasons why a particular Phase has been developed.

- Background Information: Research studies and other information related to the Phase.

- Expectations: Things children should know or be able to do as a result of having been exposed to the Phase. These expectations, or objectives, will help you make a quick judgment about the value of teaching the Phase.

- Phase Outline: The organization and content of the teaching procedures broken down into three types of abstractions. These abstractions - Mass, Differentiating, and Integrating - represent the technique of 1) identifying the entirety of what is to be learned (Mass Abstraction); 2) breaking the mass into smaller concepts of differentiations (Differentiating Abstractions); and, 3) putting the differentiations back together to form an integrated learning or behavior (Integrated Abstraction). The outline can help you decide whether to use the Phase at this time.

- Assessment of Readiness Knowledge: An explanation for assessing the readiness level of your class. Skimming this, and the next three sections, will show you what the children should know or be able to do in order to benefit from the Phase.

- Assessment of Readiness Knowledge Record Chart: A rating system to evaluate each child. The chart shows how each child compares with every other child and what the class' overall readiness level is.

- Pre-Evaluation of Social Knowledge: An assessment of the class' existing social knowledge related to the content of the Phase.

- Pre-Evaluation of Social Knowledge Record Chart: To structure the social knowledge assessments. Ratings can be summarized to give both individual and class evaluations.

- General Teaching Principles and Strategies: Included on the theory that teaching methods may make the difference between content being learned or not being learned. Some Phases introduce and rely upon a specific strategy or principle, which may also be used in subsequent Phases. A theoretical rationale for each strategy is presented.

- References: A few pertinent references at the end of each Introduction so more can be read about the application of the Phase to retarded children.

After the Introduction is read, you can:

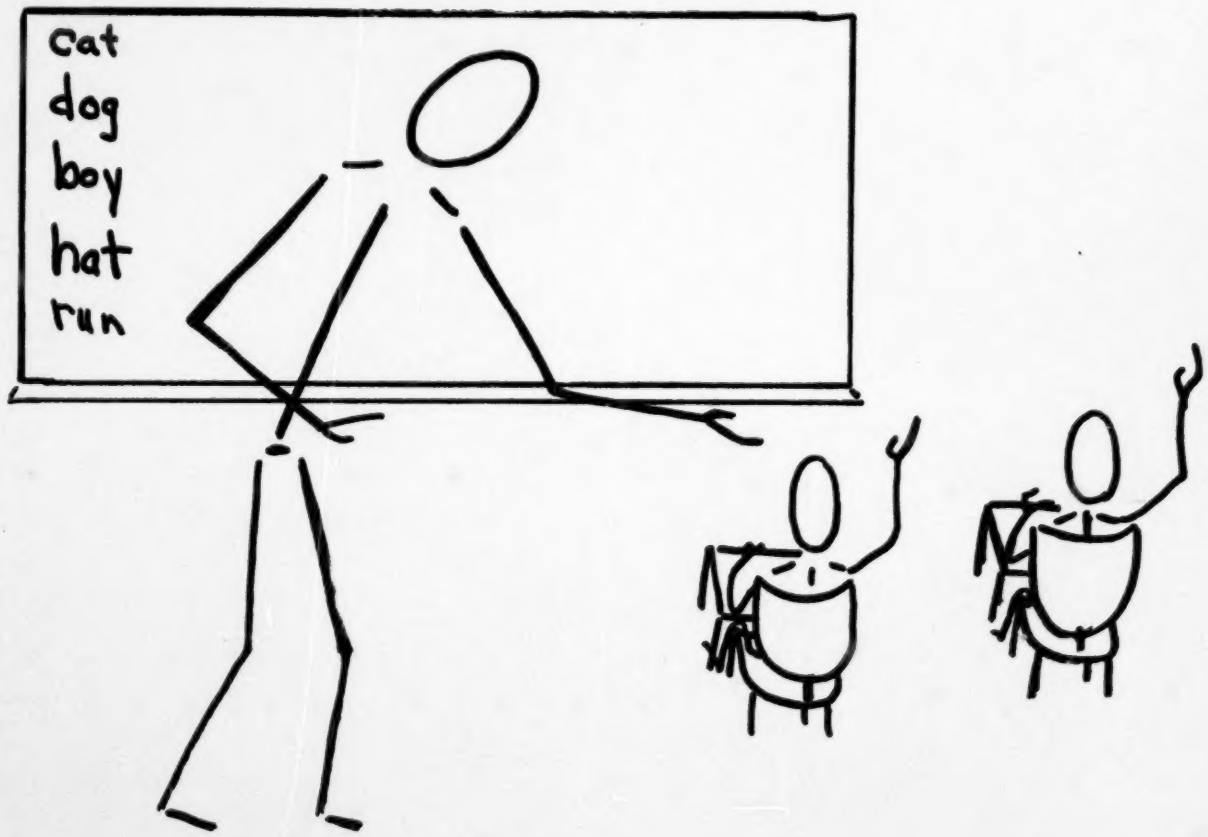
1) Decide that the Phase is inappropriate for your class at this time, in which case:
   a) tear out the Evaluation Sheet for Teachers Who Cannot Teach this Phase, fill it in and return it to the Curriculum Center, and
   b) choose another Phase from those available.

2) Decide that the Phase is appropriate, and proceed to Step #2.

Please be sure you have sent us the Students' Data Form, Teacher's Data Form and the Classroom Data Form which are in "Evaluation Report No. 1: Social Learning Curriculum Evaluation."

STEP 2

Assess class readiness and decide about appropiate content.



Before instruction can begin, a starting point must be established. The curriculum has two assessment devices to help you judge the preparedness level of the class as a whole and individuals in it.

ASSESSMENT OF READINESS KNOWLEDGE

When the readiness skills of the class are assessed, you will find the class either has adequate enough skills to benefit from a Phase, or it requires instruction in certain skill areas before beginning a Phase. The Assessment of Readiness Knowledge Record Chart is to help evaluate prerequisite skills and plan instruction accordingly. Items may be added to the assessment chart to cover other skills.

A sample record chart is shown on page 6. It shows how one teacher made observations and rated each child according to the key. Vertical totals indicate that the whole class needs some instruction in "listening in a one-to-one setting" before beginning the Phase. The horizontal totals show that Fred and Ernie are behind the class in general readiness and need individual or small group instruction in necessary skills. If the teacher feels time spent in readiness instruction is not warranted, he must take any lacks into account as he teaches.

PRE-EVALUATION OF SOCIAL KNOWLEDGE

Before beginning a specific content area, base line data on the children's knowledge of that area should be established so you can:

1) Plan rational instructional objectives;
2) Set priorities for instructional sequencing;
3) Group children for instruction appropriately;
4) Establish a basis for post-evaluation.

A sample Pre-Evaluation Record Chart is shown on page 7. Notice that each child is rated on each question and observation, and vertical and horizontal totals determined. An examination of the vertical totals shows that the class as a whole can "describe general characteristics of the classroom," but has trouble "giving locations of rooms and facilities." Other behaviors fall between these two extremes. Based on this you can:

1) Spend less time teaching higher rated items and more time on lower rated items;
2) Begin with the "known" and move toward the "unknown";
3) Expand or delete activities according to the ratings.

The page numbers under each question and observation give the location of activities pertaining to them.

The horizontal ratings give an analysis of individual attainments of social learning. They help you make judgments about grouping for instruction. In this example, Fred and Ernie need more intensive instruction than the rest of the class, while Mary and Bernie might be used to aid other children.

By using and studying both record charts you can decide:

1) What to teach;
2) How to modify certain content;
3) Which children need which activities;
4) When material is developmentally appropriate;
5) Where activities need additional emphasis.

ASSESSMENT OF READINESS KNOWLEDGE RECORD CHART

Phase B: UNDERSTANDING THE ENVIRONMENT
Need: IDENTIFYING OURSELVES
Aspect: PHYSICAL
Area of Study: SELF

KEY:
3-Exhibits behavior consistently or "Yes"
2-Exhibits behavior sometimes
1-Never exhibits behavior or "No"

NAMES	QUESTIONS								OBSERVATIONS							
	Has no gross speech defects	Has no gross hearing defects							Listens in group settings.	Listens in a one-to-one setting.	Responds in a one-to-one setting.	Responds appropriately to directions.				
Mary J.	3	3							3	3	3	2				17
Fred S.	3	3							2	2	1	1				(12)
Ernie G.	1	3							2	1	3	2				(12)
George M.	3	3							1	2	3	3				15
Lou C.	1	3							3	2	3	3				15
Patti C.	3	3							3	2	3	3				17
Marj F.	3	3							3	3	3	3				18
Herb G.	2	3							3	2	3	3				16
Warren H.	3	2							3	2	3	3				16
Sara O.	3	2							1	2	3	3				14
Bernie W.	3	3							3	3	3	3				18
Judy W.	3	3							3	2	3	3				17
Jerry M.	3	3							3	2	3	3				17
Harry H	1	3							3	2	3	3				15
Alice H.	3	3							3	2	3	3				17
TOTALS	38	43							39	(31)	43	41				

PRE-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART

Phase B: UNDERSTANDING THE ENVIRONMENT
Need: IDENTIFYING OURSELVES
Aspect: PHYSICAL
Area of Study: SELF

KEY:
3 - Exhibits behavior consistently or "Yes"
2 - Exhibits behavior sometimes
1 - Never exhibits behavior or "No"

DIFFERENTIATING CONTENT — QUESTIONS

NAMES	PAGES	94-96 Can describe general characteristics of classroom.	97-101 Can name specific parts of the classroom.	102-109 Can name equipment and furniture used by self.	110-115 Can name equipment and ture shared with others.	116-119 Can name equipment and furniture used by the teacher.	125-131 Can describe gross characteristics of school building.	132-143 Can name specific building parts.	149-151 Can describe rooms in building generally.	151 Can identify personnel associated with rooms.	144-149 Can give locations of rooms and facilities.				TOT.
Mary J.		3	2	2	2	3	3	2	2	1	2				22
Fred S.		2	2	1	1	1	2	2	2	2	2				(17)
Ernie G.		2	1	2	2	2	2	1	2	2	1				(16)
George M.		3	3	2	2	3	2	3	2	2	1				23
Lou C.		3	2	2	2	2	2	2	2	2	1				20
Patti C.		3	3	3	2	2	2	2	2	2	2				23
Marj F.		3	3	3	3	3	3	3	3	3	3				30
Herb G.		3	2	3	2	2	3	2	2	2	2				23
Warren H.		2	2	2	2	2	2	2	2	2	1				19
Sara O.		3	2	3	3	3	2	2	2	2	1				23
Bernie W.		3	3	3	3	3	3	3	3	3	3				30
Judy W.		3	2	2	2	2	2	2	2	2	1				20
Harry H.		2	2	3	3	3	2	2	2	2	1				22
Jerry M.		3	2	3	3	1	2	2	2	2	1				21
Alice H.		3	1	2	3	2	2	2	2	2	2				21
7 TOTALS		41	32	36	35	34	34	32	32	31	(24)				

			OBSERVATIONS										JUDGMENTS	
			DIFFERENTIATING ABSTRACTIONS								MASS ABSTRACTION			
			Recognizes that self can be differentiated from immediate surroundings.	Recognizes that self can be differentiated from more distant surroundings.			TOT.					UNDERSTANDS THAT SELF CAN BE DIFFERENTIATED FROM SURROUNDINGS.	COMMENTS	Gr. TOT.
			94-123	125-161										
			2	2			4					2		28
			1	1			(2)					(1)		20
			1	1			(2)					(1)		19
			2	2			4					2		29
			2	2			4					2		26
			2	2			4					2		29
			3	3			6					3		39
			2	2			4					2		29
			2	2			4					2		25
			2	2			4					2		29
			3	3			6					3		39
			2	2			4					2		26
			2	2			4					2		28
			2	2			4					2		26
			2	1			3					2		26
			30	29								30		

STEP 3

Make additions and modifications.

Having decided which parts of the Phase to teach and in what order, look at the teaching procedures in those portions to see what modifications, if any, they need to fit your class. As you look through the teaching procedures, notice that the curriculum has five columns on each double page.

Evaluation Column: Tear-off portion (in Phases 4 - 12) for recording your impressions and comments so we can evaluate the curriculum. Fill in as you teach.

Notes Column: Comments to yourself about something that happened while teaching an activity, modifications which might be made if it were taught again, children's reactions and comments, etc.

Materials and Preparations Column: Unheaded column on the left-hand page which gives three types of information: 1) an identification of differentiations and sub-differentiations; 2) a list of materials for each activity; and 3) a list of preparations to be made before presenting the activity to the class.

Teacher Information Column: Provides answers to questions the author of the Phase feels teachers might ask about activities, and gives additional useful information, such as ways of expanding an activity, suggestions for tying an activity to correlated skill areas, how one activity relates to others, and possible outcomes of an activity.

Teacher Actions Column: A teaching "script." Each Mass, Differentiating and Integrating Abstraction heads a sequence of activities designed to teach a specific knowledge or behavior. Each activity is preceded by a short description of its intent. Suggested question and dialogue sequences are provided as a guide in asking questions and posing problems.

At this point, read through the activity sequences you have decided to teach. Determine if they need any modifications such as additions, deletions, rewording, rearranging, or additional media. In planning modifications, consider if there are any:

1. Audio-visual or other media materials available which might enhance an activity;
2. Special resources or interesting people to assist in presenting a concept;
3. Phenomena peculiar to your classroom, school or community which should be taken into consideration;
4. Local customs, ethnic groupings or religious practices which might be a factor;
5. Particular needs your children have;
6. Children with special limitations, abilities, handicaps or emotional problems in your class.

To make modifications, ask six questions about each portion of the Differentiating Content in the Phase Outline: Who? What? Where? How? Why? and When? For example:

> Differentiating Content:
> Children can help other school personnel by obeying their rules, making their jobs easier by doing things to help them, and by conserving materials.

One concept is that children can help school personnel by conserving materials. By applying the six questions, you can decide which aspects of the content are important and what modifications should be made to make the concept most meaningful to the class.

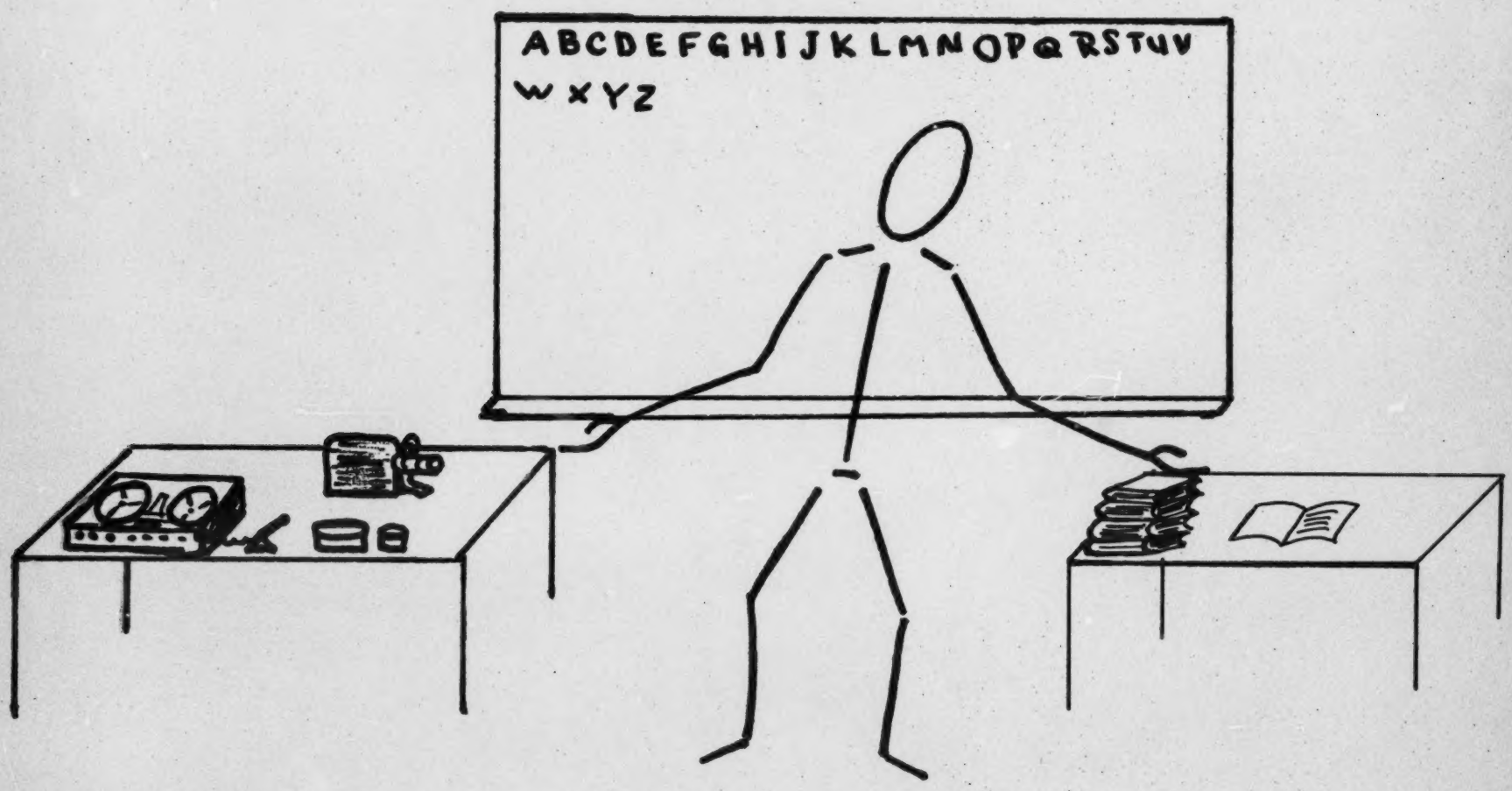
Using a chart such as the one on the next page, you can analyze each concept, decide what to teach and adjust activities to fit your class.

CONCEPT: Children can help school personnel by conserving materials.

WHO can we help by conserving materials?	custodian	art teacher	nurse	principal	librarian	lunchroom workers
WHAT can we conserve?	paper garbage from lunch	paper paint crayons paste clay	band-aids time	all materials	books check-out cards pencils	food dishes napkins
WHERE can we conserve them?	all over school	in art room in classroom	in her office	in school	in library	in lunchroom
WHEN can we conserve them?	always	when art teacher is in class	if you don't really need one	always	always	at noon
HOW can we conserve materials?	put games and toys away put paper in wastebasket keep room neat	plan projects so materials are not wasted don't use too much paste	don't bother her unless you are really sick or hurt	by not wasting by not using or taking what you do not need	take care of books don't let little brothers get them don't lose card	don't take what you can't eat be careful carrying dishes don't waste napkins
WHY should we conserve materials?	won't have so much mess to clean up	enough materials for all so can do what we want and have materials all year	so she can help others who are so she can do her job	won't have to order so much or reorder save money	so all can enjoy them to save money for new books	so all will have enough to eat so dishes won't break to save money

STEP 4

Prepare to teach Phase.



There are two kinds of preparation for a comprehensive and lengthy teaching sequence: one for the entire sequence, and one for the individual activities within it..

ENTIRE SEQUENCE PREPARATIONS:

1. Prepare a daily time schedule, remembering that the entire day (except for arithmetic and language arts skill periods, remedial education and time taken by resource teachers) should be devoted to social learning and correlated subjects.

2. Decide whether the Phase suggests a special room arrangement which might facilitate the activity's application.

3. Look through the activities and mark the logical breaking points, either by content, type of activity, or time. Make tentative decisions about how much to cover each day, and set a target date for completing the Phase. Set a reasonable goal or the Phase could drag on and on to everyone's boredom.

4. Order or locate any materials which are not ordinarily available.

5. Tear out all the Pictures and Worksheets that will be used and have a session at the Thermofax (or other facsimile making machine) to make stencils. Run off copies for each child when necessary.

6. Decide if you want to take trips, or call upon outside experts or resource people to help with the Phase. If so, make arrangements for these well in advance.

INDIVIDUAL ACTIVITY PREPARATIONS:

1. Gather necessary supplies.

2. Make any physical classroom arrangements for the day's activity.

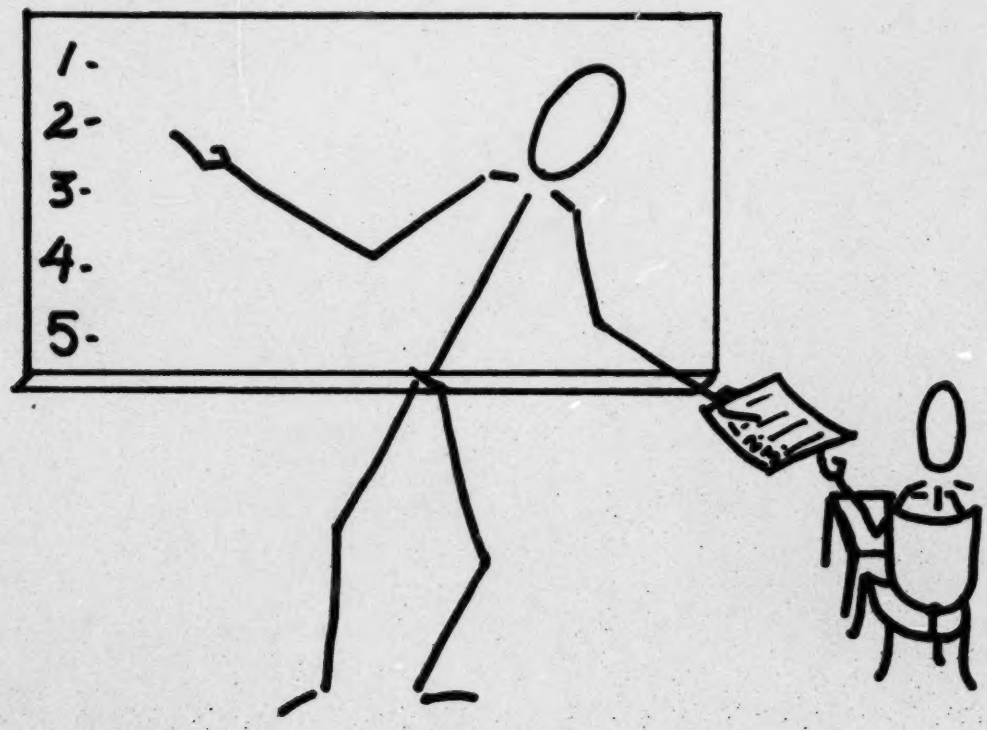
3. Prepare Worksheets and Pictures.

4. Prepare additional Worksheets for especially advanced or retarded children.

5. Use the school library, filmstrip supply, and media center for supplemental materials.

STEP 5

Present material and structure the learning process.



Because the way material is presented to children often determines how well it is learned, two assumptions have been made in developing the Social Learning Curriculum.

The first assumption is that learning follows three stages: Mass, Differentiation and Integration. The Mass stage is the learner's confrontation with the whole of what is to be learned. The Differentiation stage occurs when the learner breaks the Mass down into manageable parts and learns about each separately. When the learner is able to understand and manage these parts, see the relationship between them, and make use of them almost automatically, he has reached the Integration stage.

For example, suppose you want to learn to drive a car. Driving represents what is to be learned, but is a vague, undifferentiated concept. The mass behavior (driving) has several components - or differentiations - such as steering, braking, shifting and accelerating. Each of these can be learned as a separate skill and concept at the Differentiating stage. When you can get into a car, put it in gear, release the brake, step on the accelerator and steer it into the street almost without thinking, you have reached the Integration stage. You are not just performing a number of separate skills, they are integrated into a mass behavior called driving.

The second assumption is that materials should be presented systematically so that while a child is learning facts, skills and concepts, he is also learning how to learn. Our curriculum suggests a sequence of questioning designed to help children examine a situation and arrive at a solution independently. There are five progressive steps in this procedure:

1. Labelling
2. Detailing
3. Inferring
4. Predicting
5. Generalizing

Labelling questions serve the dual purpose of identifying the parts of the problem and determining if the child can observe and name each part. Since a problem cannot be solved if its elements are not identified, labelling is always the first step in problem solving. For example, labelling questions about a picture showing the school nurse fixing a boy's knee might be:

TELL ME WHAT YOU SEE IN THIS PICTURE.
POINT TO THE BOY.
WHAT DO WE CALL THIS? (Point to cabinet)
WHO ELSE IS IN THE PICTURE?

Detailing questions help children identify everything pertinent to a problem. Like labelling, it is a data collecting process, but it calls for more explicit observation skills and a wider range of language ability. Detailing serves the purpose of characterizing the elements of a problem or situation so children can recognize differences among things. Labelling questions might elicit that a piece of furniture is a chair, for example, while detailing questions help determine its color, size, shape and how it differs from other chairs. The more information a child collects, the more accurately he will be able to differentiate. Some examples of detailing questions:

WHAT ELSE CAN YOU TELL ME ABOUT THE PICTURE?
WHAT IS THE LADY WEARING? WHAT COLOR IS IT?
WHAT DO YOU SEE IN THE CABINET?
WHAT DO YOU NOTICE ABOUT THE BOY?
HOW MANY BOTTLES ARE ON THE TABLE?

Inferring questions help the learner apply the information he has gained from the detailing process to draw inferences about the problem. This is an important part of problem solving, since it not only strengthens understanding, but teaches children how to figure things out by themselves. Inferences come from questions like:

WHO DO YOU THINK THE LADY IN THE PICTURE IS?
WHAT KIND OF ROOM IS SHE IN?
WHAT DO YOU THINK THAT ROOM IS USED FOR?
WHAT MIGHT HAVE HAPPENED TO THE BOY?
WHAT DO YOU THINK IS IN THE BOTTLES?

Predicting questions are to help the learner act upon information by looking ahead in order to anticipate what is going to happen. Predictions are almost always based on both the information just gained and the experiences and knowledge gained from past situations. Predicting questions enable children to focus on the possible effects of a situation, which is an important aspect of problem solving. Some examples of predicting questions are:

WHAT WOULD THE NURSE DO IF YOU CUT YOUR FINGER?
WHAT WILL SHE DO TO THE BOY'S KNEE?
WHAT WILL THE BOY DO WHEN SHE IS FINISHED?
WHAT WOULD HAPPEN TO A BOTTLE IF SHE DROPPED IT ON THE FLOOR?

Generalizing questions help the learner derive general conceptions or principles from the particulars of a situation or problem. After examining all the information relevant to the problem, inferring possible consequences and predicting some solutions, the child needs to draw general conclusions from, and give general applicability to, the information and predictions. This process is very important in learning to use knowledge, apply information and cope with situations similar to the one studied. Some examples of generalizing questions are:

DO ALL NURSES WEAR WHITE DRESSES AND CAPS?
CAN ALL NURSES FIX SKINNED KNEES?
DO ALL NURSES HAVE OFFICES? IN SCHOOLS?
CAN NURSES TAKE CARE OF ALL INJURIES?
DO DROPPED BOTTLES ALWAYS BREAK?

Implicit in these questions is the pursuit of reasons for a generalization holding or not holding (WHY CAN'T NURSES PERFORM OPERATIONS), identification of exceptions (SOME NURSES WORK IN HOSPITALS), and restatement of principles which hold (ALL NURSES CAN FIX SKINNED KNEES). These questions and processes, if used regularly and systematically, will help children learn to assess situations, draw conclusions, make predictions and decide on an appropriate course of action.

In addition to planning and structuring the learning process as outlined above, it is important to plan and structure the learning setting. Learning can be inhibited by distracting stimuli in the classroom, by language which is not clear and central to the activity, or by an uninviting or sterile classroom atmosphere. In other words, whatever teaching procedures are used, the most valuable teaching tool may be a warm, stimulating, accepting and not confusing classroom. Effective teaching results when all the conditions and processes of learning are recognized and manipulated appropriately.

STEP 6

Tie in correlated subject areas.

We have said that all subject areas except language and arithmetic skills, remedial education and time for resource teachers should be included in the substantial block of time set aside for "social learning." Notice that each activity has a label in the margin identifying the subject it represents. If social learning is defined as all learning which is necessary to function in society, it is obvious that it includes all the subject areas. Functioning in society is the application and understanding of skills taught in school. Therefore, the curriculum includes the use of other skills as they relate to, enhance, or add practicality to the social learning concepts. Academic skills need to be taught separately and developmentally as well as applied as correlated areas in the social learning sequence.

Before we can include an activity of a correlative nature, we have to be able to justify it as an integral part of the social learning concept being presented. Exaggerated tie-ins could be used, insuring a balance of all subject areas, but the thread of the concept would probably be lost. You are not so confined, and will probably be able to find a number of related and useful activities. In fact, you could probably fill your entire teaching day with related activities. This is fine, if they are related to and do not interfere with the social learning concept. Where you find additional worthwhile activities, write them down and send them in so we can pass them on to other teachers.

One problem teachers have had is that most Phases do not include a perfect balance of all correlated areas and may even be completely devoid of one or more. Teachers who are under pressure to show a specific amount of time spent on each subject usually find that using activities labeled with that subject suffices. But when there is a subject gap, some teachers feel they must spend time on that subject, however unrelated it might be. If this is the situation, you may have to comply, but first try to find something which has some relationship to what is being learned.

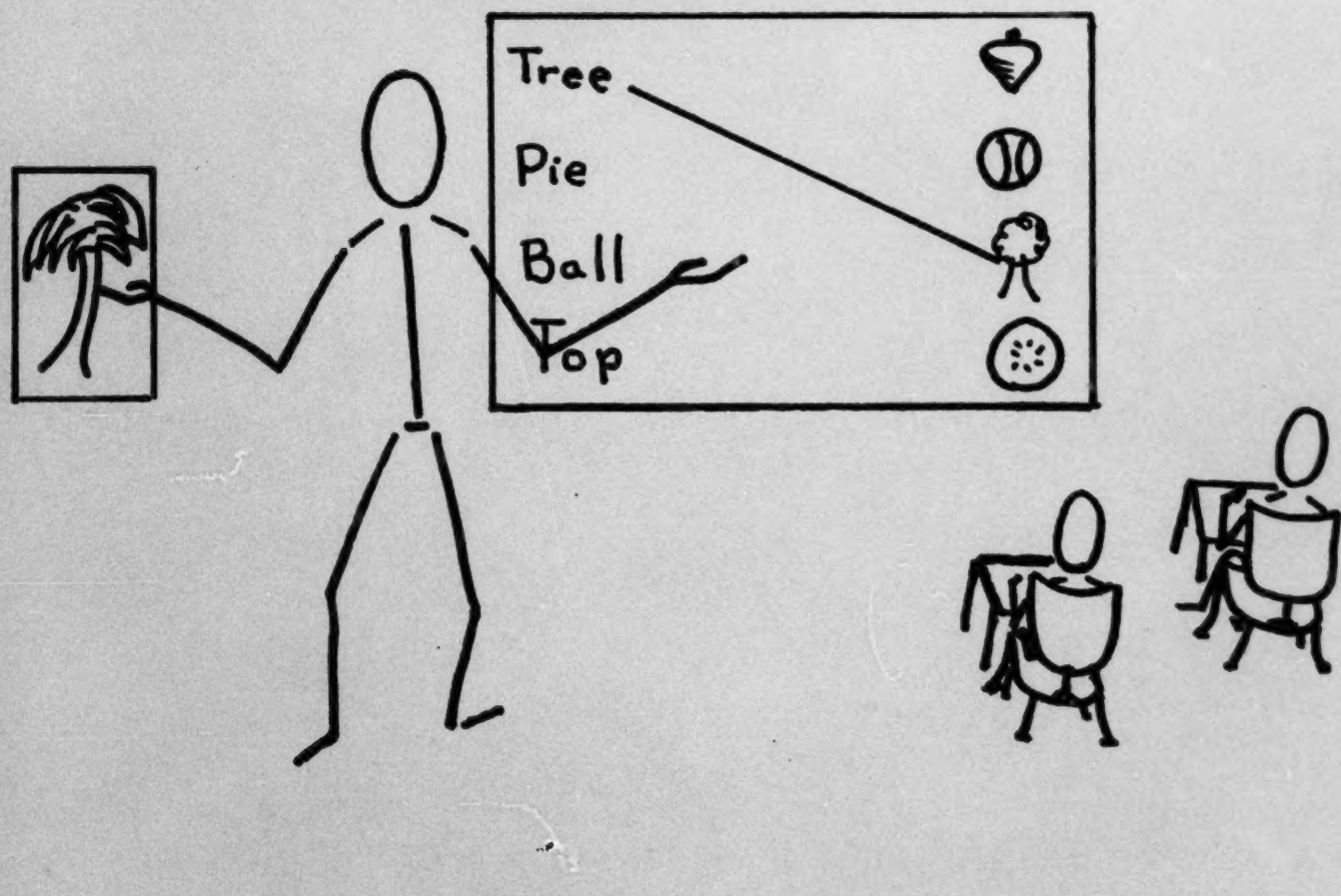
It has been demonstrated over and over that good learning does not take place in carefully designated and controlled time segments. Teachers know that the best content is something which has captured the interest and attention of the children. If possible, point out to your supervisor that the Social Learning Curriculum is designed with this in mind. Over a period of time children will get a balance of subject matter, although any given week or month may be heavy in one area and lacking in another.

In adding correlated activities, make sure that what you are doing is beneficial to the class. Look through available materials at the school and municipal libraries. Contact the IMC (Instructional Materials Center) which serves your area and find out what they have available. Take the curriculum to auxiliary teachers and ask if they can suggest ideas. Then, assess these possible activities to make sure they:

1. Are not too advanced for the children conceptually;
2. Do not depend on skills not yet learned;
3. Are related closely enough to social learning content so as not to interfere with children's ability to make generalizations;
4. Are not too time consuming.

STEP 7

Reinforce content and utilize learnings to aid generalization.



An important part of the generalization process is being able to apply what has been learned at the differentiating stage. Children must be able to do more with what they have learned than give answers and recite facts. In the section titled "Integrating Abstractions," situations are suggested and questions posed to determine the extent to which children can generalize and apply what they have learned in the Phase. Situationally determined techniques such as role-playing serve the dual purpose of letting children practice what they know under realistic circumstances and allowing you to see how well they can apply their new knowledge.

Although role-playing is useful, it is limited because the situations are only prototypes. There are ways to go beyond what is presented in the curriculum to make the application of knowledge more meaningful.

1. Don't wait for the Integration to test application. Whenever an opportunity exists, set up a hypothetical situation which requires applying new knowledge, have the class discuss it, and act it out.

2. Instead of hypothetical situations, use real ones. For example, instead of "pretending" to have a party to test manners, actually have a party.

3. Get out of the classroom whenever possible. Go to the places where children will have to apply their knowledge in real life, giving them the opportunity to try it out on the spot.

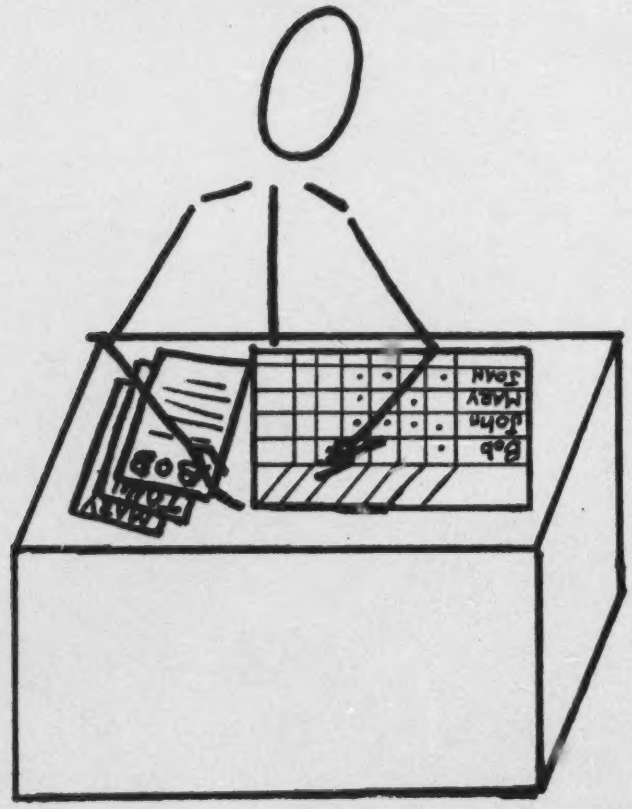
4. Enlist the cooperation of other teachers, pupils, or parents to add to the reality of situations. For example, if the children are to be able to obey and respect the school crossing guard, arrange to meet her on the corner to practice crossing the street. Afterward, invite her into the classroom to discuss what happened with the children.

5. Try to give each child the opportunity to apply his knowledge in coping with real situations without your direct presence and supervision. For instance, send him out of the room on an errand to see if he is able to apply what he has learned.

The Social Learning Curriculum is limited by the nature of its form and intent, and cannot provide action. We can only suggest topics, present facts and methods, and hypothesize about situations which will be meaningful to your class. The action, or application of knowledge, must be your responsibility. Since only you know the limitations imposed by your school or community and can determine what situations the children face, you must ultimately determine the integrating activities.

STEP 8

Evaluate learning and report results.



Good teaching procedures demand some type of post-evaluation of what students have learned. The most useful post-evaluation enables you to:

1. Estimate the amount of learning that has taken place since the pre-evaluation procedure;
2. Identify specific areas that need to be reviewed or retaught; and
3. Provide a guide for reporting pupil progress to parents, psychologists and other teachers.

Each Phase contains a Post-Evaluation of Social Knowledge Record Chart to assess student progress. The sample chart on page 23 shows how one teacher rated each child on the questions and observations, and added appropriate comments to support the ratings. Totals show how well each child, and the class as a whole, learned the Phase content.

Seven of the totals on the sample chart need attention. These totals have been circled at the bottom of the chart. These lowest totals indicate that the class is still having difficulty locating school facilities and associating school personnel with their appropriate location. Another area that needs further work is indicated by the low total under the observation "respects the property of others." Step 9 tells how to reteach and review problem areas.

The record chart is valuable also for reporting children's progress to parents, other teachers and guidance personnel. An accumulation of record charts gives a continuous evaluation of a child's progress in social learning. When reporting to others you will be able to:

1. Indicate the amount of learning that has taken place between pre- and post-evaluation for any given Phase;
2. Point out specific questions or behavior that the children have either mastered or have difficulty attaining;
3. Illustrate the difference of performance among the children in verbalization and behavior;
4. Show the relationship of one child's progress to that of the class;
5. Use the record charts as progress profiles for teachers who will have the children in later years;
6. Make individual record charts to be used as reports for parents.

When you report pupil progress to others, be sure to point out both the strengths and weaknesses of the children.

POST-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART

Phase B: UNDERSTANDING THE ENVIRONMENT
Need: IDENTIFYING OURSELVES
Aspect: PHYSICAL
Area of Study: SELF

KEY:
3-Exhibits behavior consistently, or "Yes"
2-Exhibits behavior sometimes
1-Never exhibits behavior or "No"

DIFFERENTIATING CONTENT

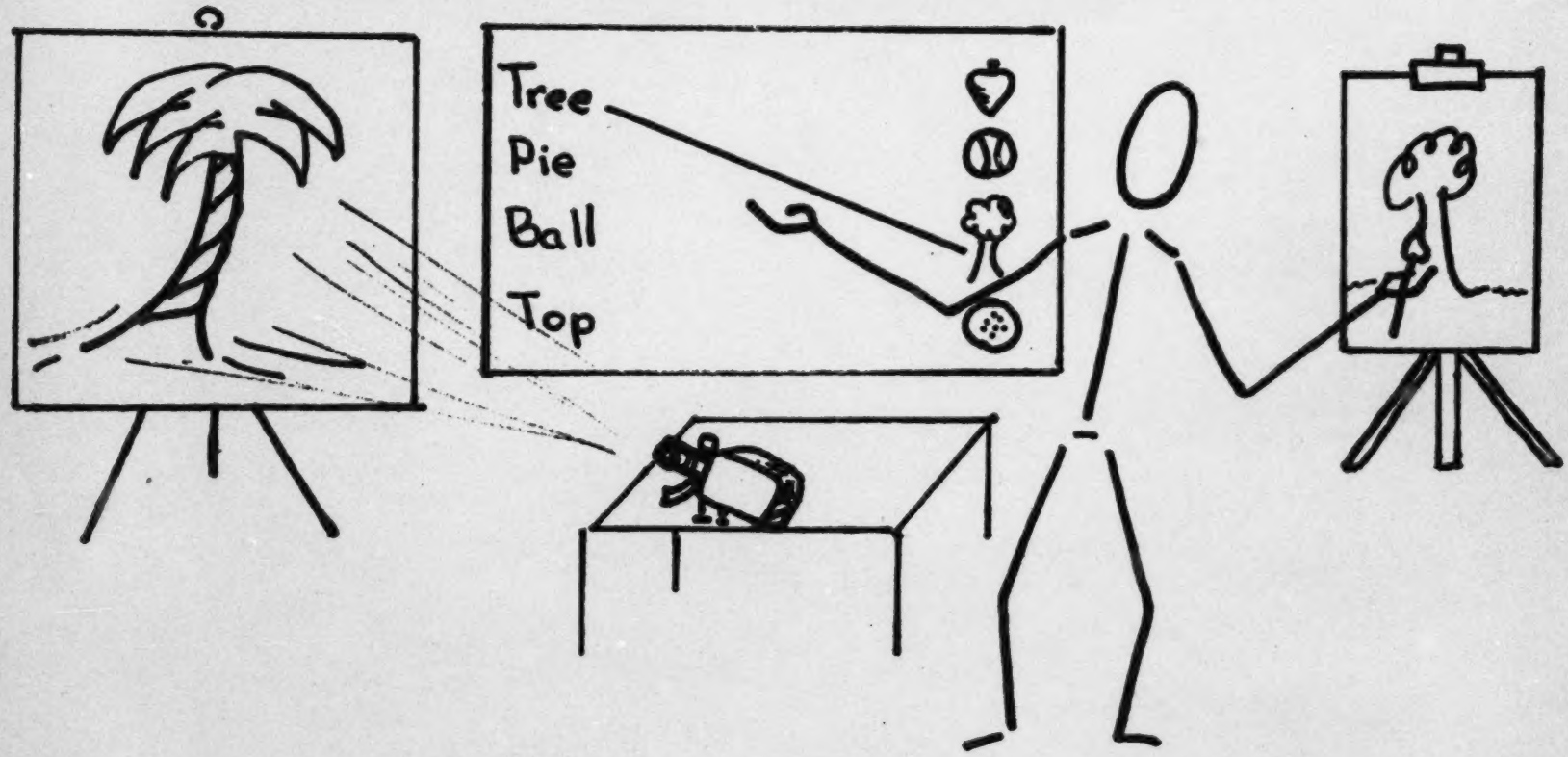
QUESTIONS

NAMES	PAGES	Tell me about our classroom. (What color is it? Does it have windows? Where?) 95-99	Point to the floor, ceiling, walls, doors, etc. 96-99	Point to the clothes closet, science corner, reading corner, etc. 96-101	Name three things that belong to you in this room. 103-109	Name three things that belong of us use. 111-115	Name two things that all to me. 117-119	Tell me about our school building (gross characteristics). 125-129	Do we have a playground? 127	Where is it? 135	Where is the boy's/girl's bathroom? 137-141	Do we have a gym, auditorium, cafeteria? 145-151	Where are they? Where is the school office? 145-151	Who works there? Where is the nurse's room? 145-151	What is her name? What is the first grade teacher's name? 145-151	Tell me how to get to the custodian's room?
Mary J.		3	3	3	3	3	3	3	3	3	2	3	3	2	2	
Fred S.		2	2	2	2	2	1	2	3	3	2	2	2	1	2	
Ernie G.		2	2	2	2	3	2	2	3	3	2	2	3	2	2	
George M.		3	3	3	3	2	3	3	3	3	2	3	2	2	3	
Lou C.		3	3	3	3	3	3	3	3	3	2	2	2	2	2	
Patti C.		3	3	3	3	3	3	3	3	3	3	3	3	3	2	
Marj F.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Herb G.		3	2	3	3	3	3	3	3	3	3	3	3	2	2	
Warren H.		3	3	3	2	2	3	2	2	2	3	3	2	2	2	
Sara O.		3	3	3	3	3	3	3	3	3	3	3	2	3	2	
Bernie W.		3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Judy W.		3	3	3	3	3	2	2	2	2	2	3	2	2	2	
Harry H.		3	3	3	3	3	3	3	3	3	2	3	2	2	2	
Jerry M.		3	3	3	3	2	3	3	3	3	2	2	2	2	2	
Alice H.		3	2	3	3	3	3	3	3	2	3	2	2	3	3	
23	TOTALS	43	41	43	42	41	41	41	43	42	(37)	40	(36)	(34)	(34)	

			DIFFERENTIATING BEHAVIORS									INTEGRATING BEHAVIOR	JUDGMENTS: UNDERSTANDS THAT SELF CAN BE DIFFERENTIATED FROM SURROUNDINGS.	COMMENTS
			Can go to proper locations in room when directed.	Selects appropriate items assigned to self as directed.	Recognizes the property of others.	Respects the property of others.	Can locate own classroom in building.	Can generally differentiate among other rooms in building.	Can differentiate school from other buildings.	Recognizes school personnel.	Associates personnel with room or area locations.			
			145-151	103-109	103-119	103-119	145-147	135-151	125-129	137-151	137-151			
			3	3	3	3	3	3	3	2	3		3	Seems to have learned major concepts.
			2	2	1	1	3	2	3	2	2		2	Has difficulty understanding the use of others' property.
			CHILD WAS ABSENT. COULD NOT EVALUATE CONSISTENTLY TO MAKE AN OBSERVATION.											Must re-evaluate.
			3	3	2	2	3	3	3	2	2		2+	Needs some help in identifying school personnel.
			3	3	3	3	3	2	3	3	2		3-	Has difficulty associating people with their function in school.
			3	3	3	2	3	3	3	2	2		3-	Has a fairly good grasp of the major concepts.
			3	3	3	2	3	3	3	3	3		3	
			3	3	3	3	3	3	2	2	2		2+	Had difficulty making some vital associations.
			2	3	3	2	2	3	3	2	2		2	
			3	3	3	3	3	2	3	3	3		3-	
			3	3	3	3	3	3	3	3	3		3	This was mostly review work for Bernie
			3	2	2	3	2	2	3	2	2		2+	
			3	3	3	2	2	3	2	3	3		3-	Harry is beginning to talk more in class. (See readiness chart.)
			3	3	3	2	2	2	2	2	2		2+	Jerry can verbalize but cannot perform.
			3	3	3	3	2	3	3	2	2		3-	
			40	40	38	(34)	37	37	39	(33)	(33)			

STEP 9

Review and reteach whenever necessary.



Step 8 told how to report pupil progress on the Post-Evaluation of Social Knowledge Record Chart. The post evaluation is valuable for planning review and reteaching activities. In the sample record chart on page 23 you will recall that seven totals were judged to require review or reteaching.

The page numbers under each question or observation refer to the section of the Phase which contains activities related to the concept of behavior each reflects. Most of the concepts that require reteaching or review are found on pages 137-151 on the sample chart.

You can approach reteaching or review several ways:

1. The entire section may be retaught using the activity sequences as they appear in the Phase;

2. Several activities from the sequence can be selected if you feel the children need a less intense review;

3. Activities similar to the ones in the Phase can be designed to alleviate boredom from repetition of the same activities;

4. Integrating Content activities can be reused by changing contexts of situations, adding questions, or modifying media;

5. Appropriate commercially prepared materials can be used to review Phase content. Suggestions can be found in the Resource Materials list;

6. Situations can be designed in which the children can apply what they have learned. Flexibility in designing meaningful situations is important.

Reteaching, review or reinforcing activities should be done within a Social Learning context. Children must realize that the knowledge and behavior that they are accumulating have application to life situations. Your teaching must have purposeful ends.

STEP 10

Fill in and mail evaluations.

The evaluation of the Social Learning Curriculum is the most important part of field testing. The improvement of the curriculum before it is revised and made generally available depends upon your reactions, suggestions, and criticisms. Therefore, please complete the evaluation carefully and return the forms to the Curriculum Center as soon as you finish teaching the Phase, or the parts of it relevant to the class.

To fulfill your obligations as a field-test teacher, please do the following:

1. Read the pamphlet "Evaluation Report No. 1: Social Learning Curriculum Evaluation" in order to understand the evaluation procedures and purposes.

2. Fill in the Students' Data Form, Teachers' Data Form, and the Classroom Data Form and return them to the Center. They will be found in the above pamphlet.

3. Read the Teacher's Evaluation Instructions and the Sample Evaluation Sheet carefully. A copy of each is in each Phase beginning with number 4.

4. Fill out the Evaluation Sheet column in the Phase as you are reading or teaching the Phase. Leave the column blank if you have no negative comments about the activity or recommendations for improvement.

5. As soon as a Phase has been taught, complete the Overall Evaluation. Be sure to fill in your name and school address.

6. Tear out all the Evaluation Sheets on which you made comments and send them along with the Overall Evaluation to the Curriculum Center in the envelope provided.

STEP 11

RELAX